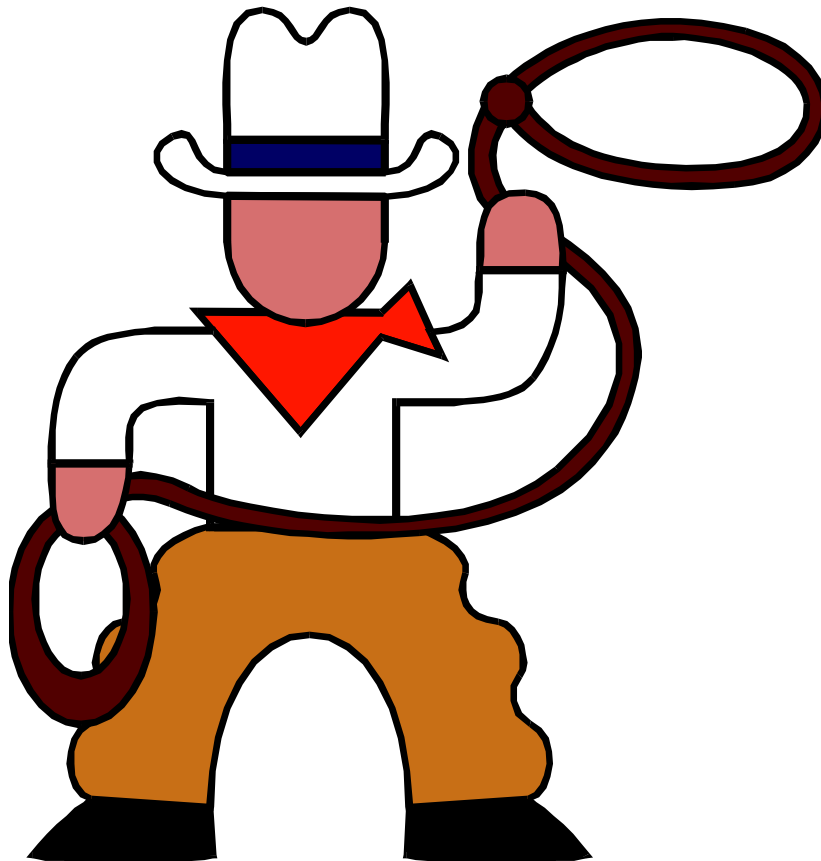


School Year 2000-1 Comprehensive Health and Prevention Program Surveillance Report
April, 2002

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Introduction

What is CHAPPS and Whom Completes it?

CHAPPS is the acronym for Comprehensive Health and Prevention Program Surveillance report. Some version of this annual report has been collected since 1989. The report is requested of school-level administrative personnel on an annual basis to obtain data for state and federal reporting requirements. These requirements have changed over time and the report has changed in response to the changes in reporting requirements. All public and charter schools are asked to complete the report. Schools that receive federal monies are required to complete the report.

Why is CHAPPS conducted?

The primary intent of CHAPPS is to meet US Department of Education (USDOE) Elementary and Secondary Education Act (ESEA) Consolidated Report annual reporting requirements and USDOE Gun-Free Schools Act annual reporting requirements. In addition, the CHAPPS meets US Centers for Disease Control and Prevention requirements for collection of comprehensive school health education and prevention information.

The 2001 CHAPPS topic areas include: 1) parent and community involvement; 2) health-related policies and procedures; 3) school health and prevention education, activities and services; and 4) school campus violations, injuries and Gun-Free Schools Act requirements.

How are the data gathered?

The 2001 CHAPPS report form was distributed to Arizona schools as follows:

1). Districts and Charter Administration Offices: Packets with all schools for the district/charter were sent to the District/Charter Prevention Coordinator or Superintendent/Administrator for coordinating completion of the CHAPPS report in March 2001. The District/Charter Admin offices are held responsible for ensuring that all schools within the district/charter submitted a completed CHAPPS to ADE.

2). Charters without a separate Administration Office: The CHAPPS were sent directly to the school for completion in March 2001.

3). During the month of April, training was held to assist school district and charter school staff in completing the CHAPPS report. Workshops were held in Tucson, Flagstaff and Phoenix (2).

The due date of the CHAPPS 2001 was June 30, 2001. A reminder postcard was sent directly to schools in May 2001. CHAPPS submitted to ADE were entered during the summer. For CHAPPS still missing in September, a follow-up letter was sent to all districts/charters receiving ADE prevention funding. Funds were withheld October 1 for funded districts/charters who still had not submitted a completed CHAPPS 2001.

How are CHAPPS data used by Arizona Department of Education?

The Arizona Department of Education (ADE) uses CHAPPS data to complete Arizona's portion of the USDOE ESEA Consolidated Report (Safe and Drug-Free Schools and Communities Act portion) and USDOE Gun-Free Schools Act Report. The data included in these reports are

state-level information only and do not contain any school-level results. ADE does not use the information to apply for grants.

The Arizona Department of Education staff uses information collected on health, prevention and safety policies to provide technical assistance and training to school district and charter school staff. Some data are shared with the Arizona Department of Health Services for additional technical assistance and program planning.

Can the school-level data be used to measure a school's safety-level? Why or Why Not?

No. Since the data are not gathered to measure individual school safety, it is a MISUSE of data to use it in that manner. While school district and charter personnel are offered training each year on how to complete the CHAPPS, not all districts and charters attend. The report form includes definitions for each policy violation. However, different interpretations on how to enter policy violation data may still occur. In addition, anecdotal reports indicate some schools over-report while others under-report their data. Since the ADE is reporting state summary information, differences in school-level reporting are not of significant concern.

Section One - Who Completed the Survey

The most common person completing the CHAPPS was the Principal (61% or 979), followed by Other (27% or 430, other category included, Assistant Principal, Director and Superintendent as the most common written responses). Less than 10% identified themselves as the Prevention Coordinator.

The number of schools by type that completed the CHAPPS as of November 16, 2001 were:

	All Schools (n=1606)	Elementary School (n=704)	Middle School (n=475)	High School (n=427)	Enrollment	Sites in Funded LEAs
Charters	347	81	83	183	51,638	236
Regular Public	1,226	619	388	219	831,212	1,151
Accommodation	33	4	4	25	3906	25
Total	1,606	704	475	427	866,756	
Enrollment	866,756	377,791	260,965	248,082		

For the purposes of this report, grade levels are defined as follows:

Elementary school

A school classified as elementary is any span of grades primarily not above Grade 6.

Middle school

A separately organized and administered school intermediate between elementary and senior high schools, which might also be called a junior high school, usually includes Grades 7, 8, and 9; Grades 7 and 8; or Grades 6, 7, and 8. Combined elementary/middle schools are considered middle schools for this report.

High school

A school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12. Combined junior and senior high schools are classified as high schools for this reporting form; combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools.

Ninety-eight percent of schools completed the CHAPPS (1,606 out of an expected 1,629).

The total of number of schools in Arizona from which a CHAPPS was requested was:

	All Schools (n=1629)	Elementary School (n=710)	Middle school (n=482)	High School (n=437)	Enrollment	Sites at Funded LEAs
Charters	363	85	87	191	54,865	241
Regular Public	1,230	620	390	220	831,608	1,151
Accommodation	36	5	5	26	3,928	25
Total	1,629	710	482	437	890,401	
Enrollment	890,401	378,179	261,897	250,325		

Section Two - Student and Community Involvement

US Department of Education (USED) encourages the participation of students in the design, delivery and review of drug and violence prevention programs. The inclusion of youth in applying the Principle of Effectiveness, helps ensure that better needs assessments and program evaluations are conducted. The goal is to provide more effective and focused prevention programs.

Students participation in design, delivery or critique of drug/violence prevention programs:

During 2000-01 School Year:	% All Schools (n=1606)	Elementary Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
Had students participate in design, delivery, or critique drug or violence prevention programs	67.1% (1078)	66.8%	70.7%	63.7%
Regular	70.2% (861)			
Charter	57.1% (198)			
Accommodation	57.6% (19)			

Partnering with local resources is one way to ensure that non-academic needs of students are met and that school dollar is stretched. Community resources can help provide data about drug and violence problems in the community and may be a link for developing objectives and locating research on effective programs. In addition, schools can involve community organizations in providing referral, staff training and funding. The next four tables capture whether or not schools are communicating with certain community resources and some activities.

Community resources Arizona schools worked with regarding comprehensive school health/prevention issues during the 2000-01 school year by Grade Level:

Community Resource	% All Schools (n=1606)	Elementary Sch(n=704)	Middle Sch (n=475)	High Sch (n=427)
County Health Department	53.5% (860)	52.6%	54.7%	53.9%
Non-Profit Health/Community Organizations	51.9% (833)	53.7%	52.2%	48.5%
Regional Behavioral Health Agency/Local Mental Health Provider	49.8% (800)	49.7%	47.4%	52.7%
Tobacco Tax-Funded County/Community Projects	58.0% (932)	54.4%	65.7%	55.5%
Other Government (City/Tribal)	30.1% (483)	33.7%	27.8%	26.7%
Other	22.9% (367)	23.6%	24.8%	19.4%

Community resources Arizona schools worked with regarding comprehensive school health/prevention issues during the 2000-01 school year by School Type:

Community Resource	% Regular Public (n=1226)	% Charter (n=347)	% Accommodation (n=33)
County Health Department	56.6%	42.4%	57.6%
Non-Profit Health/Community Organizations	53.8%	46.1%	39.4%
Regional Behavioral Health Agency/Local Mental Health Provider	53.7%	34.9%	63.6%
Tobacco Tax-Funded County/Community Projects	65.3%	34.3%	39.4%
Other Government (City/Tribal)	34.4%	13.5%	42.4%
Other	24.3%	16.7%	33.3%

*Arizona schools involved one or more community agencies or organization
by Grade Level:*

Schools that involved communities organizations in:	% All Schools (n=1606)	Elementary Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
Joint service delivery, including referrals	72.5% (1164)	71.4%	73.1%	73.5%
Teachers/staff training	71.8% (1153)	70.7%	72.6%	72.6%
Public awareness activities	68.7% (1102)	72.4%	68.0%	63.0%
Fundraising	40.7% (653)	44.3%	39.6%	35.8%

*Arizona schools involved one or more community agencies or organization
by School Type:*

Schools that involved communities organizations in:	% Regular Public (n=1226)	% Charter (n=347)	% Accommodation (n=33)
Joint service delivery, including referrals	77.4%	55.6%	66.7%
Teachers/staff training	73.1%	66.3%	81.8%
Public awareness activities	72.9%	54.5%	57.6%
Fundraising	42.8%	33.4%	36.4%

Section Three Policies and Procedures

This section of the CHAPPS report asked about policy and procedures related to students and staff health and safety.

The development, communication, and enforcement of HIV-related policies are necessary to dispel myths and disseminate accurate information regarding HIV. This also prevents the potential transmission of blood borne pathogens in the school environment, protects the rights of students and staff infected with HIV, and protects the school district in potential litigation.

HIV/AIDS Policy and Procedures at Schools:

Written policies and procedures related to:	% All Schools (n=1606)	Elementary Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
HIV Infection/AIDS Education	86.4% (1387)	91.3	87.2	77.3
Regular	95.6%			
Charter	53.3%			
Accommodation	90.9%			

HIV/AIDS Policy by Grade Level:

Issues are clearly defined in school and/or district policy and procedure for HIV Infection/AIDS Education:	% All Schools (n=1606)	Elementary Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
Attendance of students with HIV or AIDS	78.4% (1259)	85.2%	76.8%	68.9%
Procedures to protect HIV-infected students and staff from discrimination	83.2% (1336)	88.6%	81.1%	76.6%
Maintaining confidentiality of HIV-infected students and staff	84.8%(1362)	89.5%	83.4%	78.7%
Worksite safety (e.g., universal precautions for all school staff)	89.9% (1443)	92.9%	89.7%	85.0%
Confidential counseling for HIV-infected students	67.9% (1090)	73.4%	61.5%	65.8%
Communication of the policy to students, school staff, and parents	75.5% (1213)	81.4%	76.8%	64.4%
Adequate training about HIV-infection for school staff	78.5% (1261)	85.5%	77.1%	68.6%
Procedures for implementing the policy	79.3% (1273)	87.8%	77.9%	66.7%

HIV/AIDS Policy by School Type:

Issues are clearly defined in school and/or district policy and procedure for HIV Infection/AIDS Education:	% Regular Public (n =1226)	% Charter (n=347)	% Accommodation (n=33)
Attendance of students with HIV or AIDS	87.8%	44.1%	87.9%
Procedures to protect HIV-infected students and staff from discrimination	91.9%	51.6%	90.9%
Maintaining confidentiality of HIV-infected students and staff	92.2%	58.2%	90.9%
Worksite safety (e.g., universal precautions for all school staff)	95.6%	68.6%	100.0%
Confidential counseling for HIV-infected students	76.3%	39.2%	54.5%
Communication of the policy to students, school staff, and parents	83.8%	44.4%	93.9%
Adequate training about HIV-infection for school staff	85.9%	51.3%	90.9%
Procedures for implementing the policy	88.2%	46.7%	90.9%

The school safety and security policy questions measure the extent to which certain violence prevention security policies are used in Arizona schools.

The three most commonly used policies by all schools to enhance school safety and security are, 1) require visitors to report to the main office or reception area upon arrival, 2) maintain a "closed campus" and 3) monitor school halls during and between classes. These policies can be effective in enhancing the safety and security of schools.

While most elementary and middle schools maintain closed campuses, 65.6 percent of high schools maintain closed campuses. High schools could raise their level of safety by maintaining a closed campus.

School Safety and Security Policies by Grades Served:

Safety and security measures used in schools:	% All Schools (n=1606)	Elementary Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
Require visitors to report to the main office or reception area upon arrival	99.1% (1592)	99.4%	99.6%	98.1%
Maintain a "closed campus"	84.7% (1360)	91.9%	91.2%	65.6%
Monitor school halls during and between classes	83.3% (1337)	78.7%	87.4%	86.2%
Routinely conduct bag, desk, or locker checks	29.1% (467)	14.6%	33.5%	48.0%
Prohibit students from carrying backpacks or book bags at school	8.4% (135)	2.7%	9.1%	17.1%
Require students to wear school uniforms	16.2% (260)	13.9%	23.2%	12.2%
Require students to wear identification badges	4.2% (67)	1.1%	4.4%	8.9%
Use Security Equipment	9.9% (159)	3.1%	10.1%	20.8%
Uniformed police, undercover police, security guards, SROs, or probation officers during the regular school day	39.9% (640)	24.6%	49.7%	54.1%

School Safety and Security Policies by School Type:

Safety and security measures used in schools:	% Regular Public (n =1226)	% Charter (n=347)	% Accommodation (n=33)
Require visitors to report to the main office or reception area upon arrival	99.4%	98.3%	97.0%
Maintain a "closed campus"	85.3%	82.4%	84.8%
Monitor school halls during and between classes	83.0%	83.3%	90.9%
Routinely conduct bag, desk, or locker checks	24.8%	40.6%	66.7%
Prohibit students from carrying backpacks or book bags at school	5.1%	16.7%	45.5%
Require students to wear school uniforms	12.6%	28.5%	21.2%
Require students to wear identification badges	4.2%	4.0%	3.0%
Use Security Equipment	9.5%	8.1%	45.5%
Uniformed police, undercover police, security guards, SROs, or probation officers during the regular school day	46.2%	16.1%	54.5%

Schools are required to establish a placement review committee pursuant to A.R.S. §15-841 (to determine the placement of a pupil if a teacher refuses to readmit the pupil to their class and to make recommendations to the governing board regarding the readmission of expelled pupils). 81.8% of all schools have a placement review committee. 70.9% of Charter schools have a placement review committee.

School Safety and Security Policies and strategies will vary by site based on individual needs and circumstances. For example, very few public and charter schools prohibit the carrying of backpacks or book bags while almost half of accommodation schools prohibit this practice. While, this practice can be an effective deterrent to the possession of contraband, it may not be necessary in all schools.

Section Four: School Health/Prevention Education, Activities & Services

Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People published by the Centers for Disease Control and Prevention (CDC), state that physical education can increase student's knowledge, physical activity in physical education class, and overall physical fitness. American Heart Association recommends daily physical education for children in kindergarten through grade 12. The American Cancer Society recommends that children and adolescents should engage in at least 60 minutes per day of moderate-to-vigorous physical activity for at least five days per week.

Health Education and Physical Activity:

	% All Schools (n=1606)	Elementary Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
Health Education Required	81.8% (1314)	88.5%	82.3%	70.3%
Regular Recess Offered	65.0% (1044)	95.6%	63.2%	NA
Physical Education Offered	89.9% (1443)	95.3%	96.2%	73.8%
Physical Education Required	80.5% (1293)	90.5%	83.6%	60.7%
	% Regular Public (n =1226)	% Charter (n=347)	% Accommodation (n=33)	
Health Education Required	84.8%	72.6%	66.7%	
Regular Recess Offered	91.7%	91.6%	72.7%	
Physical Education Offered	95.4%	73.5%	57.6%	
Physical Education Required	88.2%	57.6%	36.4%	

<i>Number of Schools Requiring Health Education</i>					<i>Number of Schools Offering Physical Ed</i>				
H.E. By Grade	All (n= 1606)	Elem. Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)	P.E. By Grade	All (n= 1606)	Elem. Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
K	724	522	175	27	K	673	454	180	39
1	753	534	191	28	1	877	610	226	41
2	750	531	191	28	2	878	609	228	41
3	756	528	195	33	3	887	611	231	45
4	768	526	209	33	4	884	594	245	45
5	781	528	217	36	5	888	585	256	47
6	672	317	308	47	6	783	354	371	58
7	439	12	356	72	7	540	12	448	80
8	414	10	331	74	8	520	12	428	80
9	267	3	22	242	9	323	3	24	296
10	205	3	7	195	10	293	3	7	283
11	144	2	6	136	11	288	3	6	279
12	145	2	6	137	12	284	3	5	276

The most frequently mentioned Physical Education class time was 30 minutes (average class time is 44 minutes). On average PE is offered 3 times a week for 124 days a year. The most common response is twice a week and 180 days a year. Class time for elementary students is most likely to be 30 minutes, twice a week, while most high schools offer PE each school day for 55 minutes. Class time for seventh and eighth grade students averages 45 minutes, 4 times a week.

Schools were asked to mark all education or services that they offered at their school. Education and services definitions are provided in the glossary. The following shows the percent of schools that have the listed services. These percentages **do not** show, how often a program or service is provided, to whom it is provided, the quality or effectiveness of the education or service. The list includes education and services that can be part of an effective or promising strategy for a drug or violence prevention program.

Education/services related to a safe, drug-free or healthy school environment offered in Arizona schools during 2000-01 by Grades Served:

Education/Services Offered	% All Schools (n=1606)	Elementar y Sch (n=704)	Middle Sch (n=475)	High Sch (n=427)
After-School Programs	71.2% (1142)	78.6%	75.4%	54.1%
Alternative Education Programs	40.0% (643)	29.4%	42.1%	55.3%
Before-School Programs	34.6% (555)	49.1%	30.3%	15.2%
Community Service Projects	59.1% (948)	58.9%	59.4%	58.8%
Counseling or Psychological Services	81.1% (1302)	82.4%	82.3%	77.5%
Curriculum Acquisition or Development	59.1% (948)	62.8%	57.1%	55.0%
Drug Prevention Instruction	83.6% (1342)	84.4%	86.5%	78.9%
HIV Prevention Instruction	56.4% (906)	55.1%	56.0%	59.0%
Identification and Referral	57.3% (920)	56.8%	56.8%	58.5%
Mentoring	54.8% (879)	57.5%	52.0%	53.2%
Parent Education/Involvement	65.5% (1052)	75.6%	64.2%	50.4%
Peer Mediation/Conflict Resolution	56.3% (904)	56.1%	56.4%	56.4%
Pregnancy Prevention Instruction	24.4% (392)	6.1%	29.1%	49.4%
School Based/School Linked Health Clinic	23.6% (379)	25.6%	24.0%	19.9%
Services for Out-of-School Youth	18.0% (289)	13.9%	18.1%	24.6%
Special, One-time Events	73.0% (1173)	75.9%	72.4%	69.1%
Student Assistance Programs	43.2% (694)	44.9%	39.6%	44.5%
Teacher/Staff Training	79.5% (1277)	83.0%	77.3%	76.3%
Tobacco Cessation	42.9% (690)	34.1%	45.1%	55.3%
Tobacco Use Prevention Instruction	77.8% (1250)	75.7%	83.6%	74.9%
Violence Prevention Instruction	70.6% (1134)	73.6%	70.9%	65.3%
Other	13.9% (223)	15.3%	14.1%	11.2%

Education/services related to a safe, drug-free or healthy school environment offered in Arizona schools during 2000-01 by School Type:

	% All Schools (n=1606)	Regular (n=1226)	Charter (n=347)	Accom. (n=33)
After-School Programs	71.2% (1142)	77.7%	50.7%	39.4%
Alternative Education Programs	40.0% (643)	44.0%	25.1%	48.5%
Before-School Programs	34.6% (555)	38.6%	22.5%	12.1%
Community Service Projects	59.1% (948)	62.2%	49.9%	36.4%
Counseling or Psychological Services	81.1% (1302)	89.7%	50.4%	81.8%
Curriculum Acquisition or Development	59.1% (948)	60.9%	53.0%	51.5%
Drug Prevention Instruction	83.6% (1342)	88.6%	66.0%	81.8%
HIV Prevention Instruction	56.4% (906)	61.5%	38.6%	54.5%
Identification and Referral	57.3% (920)	61.3%	43.8%	51.5%
Mentoring	54.8% (879)	58.0%	45.0%	36.4%
Parent Education/Involvement	65.5% (1052)	70.4%	51.0%	36.4%
-Peer Mediation/Conflict Resolution	56.3% (904)	60.0%	45.5%	33.3%
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Tobacco Use Prevention Instruction	77.8% (1250)	81.4%	66.0%	69.7%
Violence Prevention Instruction	70.6% (1134)	75.2%	55.3%	60.6%
Other	13.9% (223)	14.3%	12.1%	18.2%

Section Five - School Campus Violations

Statewide summary of "Reported School Policy Violations and Crime on Campus for the 2000-2001 School Year Report" is available by upon request.



Cartoon by Mark Parisi. Used by special permission.

Section Six - Gun Free Schools Act

Gun-Free Schools Act Report for the 2000-01 school year available upon request.

End of CHAPPS

